



St Therese Primary

**School Name:** St Therese Catholic Primary School

**Unit:** Natural Disasters (Volcanoes)

**Stage:** Stage 3

**Situational Analysis:** 95% of Stage 3 students are of non-English speaking backgrounds, with the majority being phase 2 or phase 3 learners of English. The backgrounds of the students are varied, with the two main cultures being Vietnamese and Arabic speaking. The school is within a low socio-economic area with mainly medium density housing. It has two full-time ESL teachers allocated; one working with grades 3-6 and the other with K-2.

**Rationale:** The program is the English component of the HSIE unit on natural disasters. The students will be required to write an information report on a natural disaster, and therefore need knowledge of the topic, technical language specific to the topic and the language demands associated with writing a stage appropriate information report as outlined in the syllabus and support documents.

**Duration:** A 10 week unit; with 4 x 1 hour lessons per week.

**KLA Integration:** English / HSIE

**Text Type Focus:** Information Report

**Grammar Focus:** Complex sentences

Language of Description: adjectival phrases and clauses

Technical language

**Assessment tasks:** Pre-test and Post-test

Student assessment checklist

Stage 3 Assessment Indicators

Activities as marked on program ☺

## YEAR FIVE/ SIX ENGLISH/ SCIENCE & TECHNOLOGY /HSIE OUTCOMES

### ENGLISH

TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively

WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features

WS3.10 Uses knowledge of sentence structure, grammar and punctuation to edit own writing

WS3.11 Spells most common words accurately and uses a range of strategies to spell unfamiliar words

WS3.14 Critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers' and viewers' understanding of texts

RS3.8 Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers' and viewers' understanding of texts

### SCIENCE & TECHNOLOGY

ESS3.6 Describes phenomena and processes that form and change the Earth over a period of time and that influence conditions on its surface

VA2 Exhibits curiosity and responsiveness to scientific and technological ideas and evidence

### HSIE

ENS3.5 Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner

V2 Recognises the interdependence of people and the environment

## STAGE 3 INDICATORS INFORMATION REPORT ASSESSMENT

NAME:		DATE:
Stage 3 Indicator		Achievement
01:	records information from a variety of sources before writing.	

03:	rereads/edits work for errors; to maintain sequence; check meaning; changing words or phrases where needed.	
06:	plans writing through discussion with others and by making notes, lists or diagrams.	
07:	writes paragraphs that contain main idea and elaboration. uses sub-headings.	
08:	contributes to joint construction activities.	
13:	writes more detailed reports with increased technicality.	
23:	uses topic sentence to guide readers.	
24:	writes about more complex and detailed subject matter.	
25:	writes texts that include technical and abstract vocabulary.	
26:	undertakes research to extend knowledge of subject matter.	
30:	uses labelled diagrams, charts, illustrations relevant to text.	
33:	uses a thesaurus to find synonyms.	
35:	uses a variety of conjunctions and connectives to connect groups of words and clauses.	
64:	analyses own texts for effective use of joining/linking words, eg conjunctions, connectives.	
70:	recognises difference between simple and complex sentence	
73:	recognises and corrects the spelling of common known words and checks spelling of some unfamiliar words.	

**COMMENT:**

Lesson/ KLA	Language Focus	Teaching/Learning Activities	Resources
	Pretest	Information report on a familiar topic, e.g., frogs (students receive concept web of information on frogs)	Pre-test
1 ENG	Negotiating the Field Prior knowledge of <b>text type</b>	<ul style="list-style-type: none"> <li>Brief discussion: What are information reports? What type of topics have they written reports on in the past?</li> </ul> <p><b>Concealed Group Brainstorm:</b></p> <ul style="list-style-type: none"> <li>In quads, students receive large sheets of paper with an information report question on each one and collaborate to answer (see arrow below for questions). Students fold the paper down to conceal their responses (concertina style). Students pass their paper and text to the next quad and repeat the process. At the last rotation, ask student to read all the responses and summarise the main ideas from that question. A reporter from each group reports to the class and teacher records onto a retrieval chart. Display as ‘What we know about Information Reports’.</li> </ul> <p>⇒ Questions: What are information reports and why do we write them? Where do we find information reports (spoken, written, filmed)? What have you written information reports about in the past? How do we structure information reports? What type of language do we find in reports?</p>	Concealed Group Brainstorm sheets on A3
2 ENG	Deconstructing Text:  Text Structure Language of Description Language of Generalisation	<ul style="list-style-type: none"> <li><b>View sample</b> information report (Antarctica) and identify text structure through discussion of information found in each paragraph.</li> <li><b>Language of Description:</b> Whole class identify language of description in first paragraph on OHT as an example. Note adjectives and adjectival phrases and clauses (where extra information is added to the main clause).</li> <li>Teacher discusses <b>language of generalisation</b> used in information reports (not about specific things but a whole class of things, general. Eg not ‘my dog’ but ‘dogs’ generally). Look for examples in text – are they varied? expanded? Eg <i>Antarctica, this icy continent, It..</i></li> <li>Pairs receive a copy of text and identify structure and language of description and language of generalisation (colour coding with highlighters).</li> </ul>	Sample Text: Antarctica
3 ENG		<p><b>Scavenger Hunt:</b></p> <ul style="list-style-type: none"> <li>Pairs receive different information reports and matrix. They need to look (‘hunt’) through the texts to answer questions (BLM2). Eg Are there examples of language of description? Does it use language of</li> </ul>	Scavenger Hunt

		generalisation? How does it start? Etc <b>Summary sheet:</b> <ul style="list-style-type: none"><li>Students receive information report summary sheet. Teacher discusses, and highlights to students that they will be assessed on this criteria. Ch'n paste into books for ongoing reference.</li></ul>	Summary sheet															
4 ENG	Knowledge of Text Type	<b>Jumbled Text Quiz</b> <ul style="list-style-type: none"><li>Students cut out questions and answers about information reports and paste in correct order.</li></ul>	Jumbled Questions															
5 HSIE S/T	Negotiating the Field Prior knowledge of <b>topic 'Natural Disasters'</b>	<b>NATURAL DISASTERS</b> <b>What do You Know?</b> <ul style="list-style-type: none"><li><b>Think, Pair Share:</b> Students individually fill in as much information as they know about natural disasters on a simple concept web.</li><li>They form pairs and students share information with each other, and add new information to their own sheet in a different colour.</li><li>Pairs join together to make quads. Group combines information to share.</li><li>Share with whole class.</li></ul>	Concept web  Natural disaster books															
6 HSIE S/T	Investigating non-fiction texts	<b>Investigating Types of disasters:</b> <ul style="list-style-type: none"><li><b>Jigsaw Activity:</b> Triads nominate a natural disaster to explore and use non-fiction texts (bulk loan from library) to answer questions (Disaster type; What happens? Where? Who might be involved? Group Questions arising from investigation.</li><li><b>Retrieval Chart:</b> Groups report back and information is recorded on class retrieval chart. Eg.<table border="1"><thead><tr><th>Disaster Type</th><th>What Happens?</th><th>Where can it happen?</th><th>Who might be involved?</th><th>Group Questions</th></tr></thead><tbody><tr><td>Volcano</td><td>Hot rock and gas escapes the earths crust</td><td><ul style="list-style-type: none"><li>➤ All around the world</li><li>➤ None on the Australian mainland</li></ul></td><td><ul style="list-style-type: none"><li>➤ Local people</li><li>➤ Fire fighters</li><li>➤ Medical people</li><li>➤ vulcanologists</li></ul></td><td>Has Australia ever had active volcanoes? Are there different types of volcanoes?</td></tr><tr><td>Landslide</td><td>Rocks and soil slide down a hillside</td><td>Doesn't happen much in Australia</td><td><ul style="list-style-type: none"><li>➤ SES</li><li>➤ Ambulance</li><li>➤ Residents</li><li>➤ Police</li><li>➤ Fire brigade</li></ul></td><td>How can you stop them? Why do they happen?</td></tr></tbody></table></li></ul>	Disaster Type	What Happens?	Where can it happen?	Who might be involved?	Group Questions	Volcano	Hot rock and gas escapes the earths crust	<ul style="list-style-type: none"><li>➤ All around the world</li><li>➤ None on the Australian mainland</li></ul>	<ul style="list-style-type: none"><li>➤ Local people</li><li>➤ Fire fighters</li><li>➤ Medical people</li><li>➤ vulcanologists</li></ul>	Has Australia ever had active volcanoes? Are there different types of volcanoes?	Landslide	Rocks and soil slide down a hillside	Doesn't happen much in Australia	<ul style="list-style-type: none"><li>➤ SES</li><li>➤ Ambulance</li><li>➤ Residents</li><li>➤ Police</li><li>➤ Fire brigade</li></ul>	How can you stop them? Why do they happen?	Retrieval chart
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7 HSIE  8 HSIE S/T	Prior Knowledge: <b>VOLCANOES</b>  Gaining Knowledge of the topic.	<b>VOLCANOES</b> <ul style="list-style-type: none"><li><b>Floorstorming:</b> display a picture of an erupting volcano. In pairs write down a fact that you know about Volcanoes. Class shares work on floor around picture. Classify into groups on the floor (what information goes together?).</li><li><b>Jigsaw listening:</b> Video - Volcanoes. Children are placed into small groups with each person in the</li></ul>	Video on natural															

		group allocated a colour, which corresponds to a question (have four or five questions). They view video and listen for the answer to their question and record. After the video, children then create expert colour groups for each question and share their information. Then the small groups are reformed to fill in all questions on a matrix, with each expert contributing information for their question.	natural disaster (volcanoes)  Question matrix for each group.
9 ENG	Text Deconstruction Structure Topic Sentences	<b>Sample Text: Volcanoes</b> <ul style="list-style-type: none"> <li>Whole class reads volcano report on OHT. Recap Purpose; Audience; Highlight structure (General Classification / description of features]</li> <li>Pairs receive text and decide what the main idea of each paragraph is and record on sheet.</li> </ul>	Lesson 9 Sample Text on volcanoes
10 ENG	Building Knowledge of the topic: TECHNICAL LANGUAGE	<b>Technical Vocabulary Guide:</b> <ul style="list-style-type: none"> <li>Quads read text in a Reciprocal Teaching session and fill out one of the vocabulary grids:</li> <li>New/unfamiliar words; Make a prediction; Look up work in dictionary or in glossaries.</li> <li>Build a <b>class glossary</b>.</li> </ul>	Vocabulary Grid  Butchers paper for glossary.
11 S/T		<b>Label volcano:</b> <ul style="list-style-type: none"> <li>Listen to text and label diagram of a volcano</li> </ul> <b>Running Dictation:</b> <ul style="list-style-type: none"> <li>In mixed ability quads students complete dictation. Before you begin, write a short definition of each part of a volcano on a large sheet of paper, starting each sentence on a new line. Place the text on a wall somewhere in the room or outside. The first member of each team runs to where the definition has been placed and reads the first sentence. They must remember the first sentence or part of the sentence. The student runs back to their team and dictates to the team what they read and the team records this in their books. Each student continues to run out and remember a part of the definition and returns to the team to dictate what they read and remembered until the definition is complete.</li> </ul>	Diagram of volcano to label.  Definitions for technical terms.
12 ENG	Building the field  <b>Technical Language</b>	<b>Information gap activity:</b> <ul style="list-style-type: none"> <li>Teacher explains the information gap game with students. Each pair is given Sheet A and Sheet B as well as the text. For example:</li> </ul>	Information Gap sheets

		<p>Partner A says: "In paragraph __ there is a word that means _____. Can you tell what it is?"</p> <p>Partner B says: "Is the word _____"</p> <p>Partner A says: "Yes it is."</p> <p>By the end of the activity the info gap must be filled with technical vocab and definitions.</p>	
13 ENG HSIE ST	<p>Building the field</p> <p>Technical Language</p>	<ul style="list-style-type: none"> <li>• QUIZ: Chn use these and other words for quiz game where they write technical vocab and definitions onto small cards. A word bank of technical terms is placed on view. Teacher reads a definition to a group and group need to supply matching technical term.</li> <li>• Small groups repeat class quiz as above. Discuss with students: have they improved in their technical language knowledge?</li> </ul>	<p>Quiz cards. Eg.</p>
14  ENG	<p>Simple and Complex sentences:</p> <p>Simple: only one independent clause. One main idea.</p> <p>A compound sentence is two 'stand alone' ideas linked by a connective.</p> <p>A complex sentence has a 'stand alone' independent clause, which is the main idea, AND a 'lean on' dependent clause which adds to the meaning.</p>	<p><b>SIMPLE AND COMPLEX SENTENCES:</b></p> <ul style="list-style-type: none"> <li>• Define what a simple sentence is, and show how to 'dress up' the sentence to add detail and create a complex sentence.</li> </ul> <p>⇒ A simple sentence has one main idea, eg. <i>The volcano erupted.</i></p> <p>⇒ Can build up the noun group by adding adjectives: <i>The active volcano erupted.</i></p> <p>⇒ Can build up the noun group further by adding an adjectival clause using the words <b>which</b> (things), <b>who</b> (people), or <b>that</b> (people and things): <i>The active volcano, which was once thought to have been dormant, erupted.</i> This embedded clause gives extra detail about the main idea.</p> <p><b>Clauses:</b></p> <ul style="list-style-type: none"> <li>• In a complex sentence the main independent clause combines with one or more dependent clauses. These cannot stand alone, and they elaborate on the main clause in some way</li> <li>• The independent 'stand alone' clause makes sense independently, eg, 'The volcano erupted.';</li> <li>• the dependent 'lean-on' part does not stand alone and needs the rest of the sentence to make sense eg 'which was once thought to have been dormant')</li> <li>• <i>Listening:</i> Tchr reads out parts of sentences and ch'n identify whether it is an independent 'stand alone' part or a dependent 'lean on'.</li> <li>• <i>Talking:</i> Flip game – Ch'n flip over cards with parts of sentences on them and classify if 'stand alone' part of a sentence or 'lean-on'.</li> </ul>	<p>Short text on o/h</p> <p>'Clauses' information (Lesson 14) with independent and dependent clauses.</p> <p>Flip cards</p> <p>Tchr script with complex, compound and simple sentences.</p>
15 ENG	<p>Clauses Independent and Dependent Clauses</p> <p>Complex Sentences</p>		<p>Lesson 15 Worksheet</p>

16 ENG	Embedded Clauses	<p><b>Clauses: Activity Lesson 15 Worksheet</b></p> <ul style="list-style-type: none"><li>The volcano text has been divided into clauses. Using the table the students label the clauses as independent or dependent. Then label the sentence as either simple or complex.</li></ul> <p>TEXT</p> <p><i>A volcano is an opening in the earth's surface through which lava, hot gases and rock fragments erupt. An eruption can be violent. When a volcano erupts, it spurts out lava and molten ash. There is molten rock below the earth's surface. When volcanoes erupt and lava flows, it is called a natural disaster because it may cause harm to the human population.</i></p> <table><tr><th>Clause</th><th>Clause Type</th><th>Sentence Type</th></tr><tr><td>A volcano is an opening in the earth's surface</td><td></td><td rowspan="2"></td></tr><tr><td>through which lava, hot gases and rock fragments erupt.</td><td></td></tr><tr><td>An eruption can be violent.</td><td></td><td></td></tr><tr><td>When a volcano erupts,</td><td></td><td rowspan="2"></td></tr><tr><td>it spurts out lava and molten ash.</td><td></td></tr><tr><td>There is molten rock below the earth's surface.</td><td></td><td></td></tr><tr><td>When volcanoes erupt and lava flows,</td><td></td><td rowspan="3"></td></tr><tr><td>it is called a natural disaster</td><td></td></tr><tr><td>because it may cause harm to the human population.</td><td></td></tr></table>	Clause	Clause Type	Sentence Type	A volcano is an opening in the earth's surface			through which lava, hot gases and rock fragments erupt.		An eruption can be violent.			When a volcano erupts,			it spurts out lava and molten ash.		There is molten rock below the earth's surface.			When volcanoes erupt and lava flows,			it is called a natural disaster		because it may cause harm to the human population.		Lesson 15B worksheet
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17 ENG	Complex Sentences	<p>Students complete Worksheet on identifying <b>embedded clauses</b>, Lesson 15B</p> <p><b>Talking: Information Gap Barrier Game:</b></p> <ul style="list-style-type: none"><li>Partner A reads a sentence and Partner B identifies if simple or complex, and justifies why (eg, <i>that is a simple sentence because it only one main clause</i>). Partner B then reads out a sentence and A must decide if complex or simple and record into the gap on their sheet (both partners have the answer for their sentences on their sheet).</li><li><b>Reading:</b> Students look through information texts and find examples of the different types of sentences and record.</li><li><b>Talking Activity:</b> Boardgame which requires students to produce descriptive and/or complex sentences based on knowledge of volcanoes.</li><li></li><li><b>WRITING: Joint Construction</b><ul style="list-style-type: none"><li>Description of a volcano incorporating the building up of noun groups and adding adjectival clauses using learnt triggers.</li></ul></li></ul>	Lesson 16 Barrier game sheets.																										
	Producing complex sentences		Boardgame Lesson 17																										



18-19	Note-taking Summarising information.	<p>Note taking and summarising information</p> <ul style="list-style-type: none"> <li>• Use sample text information page: Teacher models activity by note-taking 3 main ideas together on first section: 'What is a volcano?'</li> <li>• Model note-taking: <ul style="list-style-type: none"> <li>⇒ Read first sentence and highlight key words/phrases. Continue with rest of paragraph.</li> <li>⇒ Copy the key phrases out as notes; record title and author of source (or web address).</li> <li>⇒ Show how to change notes into sentences. The order can also be played around with when putting the notes into their own words; and joining words can be used to combine like ideas (more of this will be done in 'condensed sentences' lesson).</li> <li>⇒ Each group receives one topic/paragraph and have to read and note-take. They need to show their notes and own sentences.</li> <li>⇒ Ch'n then present a minimum of 3 facts back to the class, using visual aids as well. Rest of class uses proforma to note-take the 3 facts presented.</li> </ul> </li> </ul>	<p><i>Volcano</i> text</p> <p>Notetaking Proforma for listening</p>
18⑧	Research Skills	<p>RESEARCH TASK</p> <ul style="list-style-type: none"> <li>⇒ Students select a natural disaster to research (see research sheet in resources). They are to use note-taking skills, topic sentences and complex sentences learnt. Recap skills as needed.</li> <li>⇒ WRITING: Students need to write up a formal information report of their research.</li> </ul>	Research task
<p><b>EVALUATION</b></p>			